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ABSTRACT

Intended for teachers of trainable mentally retarded (TMR) preschool children, the guide gives principles of teaching music to the TMR child and suggests appropriate materials. Listed are reasons for teaching music to the TMR child (such as language development), necessary music skills for the teacher (such as music reading), and basic teaching approaches (such as showing a positive attitude toward music). Also listed are six appropriate music books, 24 records (with annotations and sources), and equipment and instruments such as the autoharp and phonograph. Recommended is a routine opening and closing song for the formal music period. Approximately 100 songs are listed, and usually noted are page and name of music book, transposition necessary for singing by children, and autoharp chords. Guidelines are provided for the use of instruments such as rhythm sticks. Suggestions are given for adapting familiar tunes such as "Are You Sleeping" to an concept or activity being taught. (DB)

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The impetus for the Training Program began with the Report of the President's Panel on Mental Retardation in 1962, and culminated in the enactment by the 88th. Congress of a series of three pieces of legislation to stimulate research, training and service facilities for mental retardation. In 1965, the report of the Citizen's Committee to the Governor of Ohio specifically stressed the need for manpower training in University-Affiliated Facilities for the Mentally Retarded.

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- to develop an interdisciplinary approach to mental retardation research;
- to provide interdisciplinary instruction in mental retardation;
- to disseminate information related to mental retardation;
- to develop and promote methods of prevention of mental retardation;
- to expand scientific knowledge in the diagnosis and treatment of the retarded;
- to extend the breadth and depth of both student involvement in the community and in-service instruction for professionals.

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Technical Report Series

71-2

MUSIC ACTIVITIES GUIDE FOR THE PRESCHOOL TRAINABLE CHILD

Kay W. Hardesty

Partially Supported By Funds From

United States Department of Health, Education and Welfare
Maternal and Child Health Service
United States Office of Education

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PREFACE

This guide is intended for use by the classroom teacher. It is hoped that it will not only prove helpful through its suggestions for specific approaches and activities, but that it will point out the all-encompassing learning potential inherent in music and therefore encourage its use developmentally--not as an isolated activity.

TEACHING MUSIC TO THE TRAINABLE CHILD

WHY?

----For Enjoyment Music is fun, releases tension, provides leisure time enjoyment, provides an area of "likeness" with family and community.

----For Emotional Development: Music encourages self-expression, influences attitudes and moods of a non-verbal level, develops self-confidence and poise, gives a sense of accomplishment.

----For Social Development: Music develops ability to work in groups, increases attention span, aids in learning necessary social concepts, develops the ability to listen basic to learning.

----For Physical Development: Music improves rhythmic sense, physical coordination, and aids in small and large muscle development.

----For Language Development: Music provides a type of communication, often when there is no other, expands knowledge, improves memory, develops sound discrimination, develops word meaning sense.

Necessary Music Skills

The classroom teacher should strive to acquire the following skills:

1. Music reading (single score) ability.
2. Rhythmic movement skills:
   a. Ability to keep appropriate beat.
   b. Ability to move freely in response to "mood" music, i.e. songs about animals, wind, etc.
   c. Ability to coordinate basic movement (walk, run, skip, gallop, jump, etc.) with music.
3. Ability to play simple accompaniments on an autoharp or similar chording instrument.
4. Ability to transpose songs to a key within the range of the children's voices.
5. Knowledge of available music materials and how to adapt them for use.

Additional Desirable Music Skills

1. Elementary piano skills - basic chord progressions, simple accompaniments in all keys.
2. Performance experience in basic elements of music or dance.

Basic Approaches

1. A POSITIVE, ENTHUSIASTIC, UNSELFCONSCIOUS ATTITUDE TOWARD MUSIC IS THE MOST IMPORTANT THING FOR THE CLASSROOM TEACHER TO POSSESS.
2. Familiarity with the responses and attitudes of "normal" preschool youngsters is necessary and will reassure the teacher who is nervous about what to do and expect musically. The introduction of This Is Music - For Kindergarten and Nursery School, listed under "Suggested Materials - Books" would be helpful.
3. Do not force children to sing or respond, encourage them. Music should not become a high-pressure, success-failure experience.
4. Do not discourage responses you consider inappropriate, such as a child clapping or rocking even though the leader has requested and is doing another type response.
5. Be sure to use materials that allow each child the opportunity to participate. songs that include motions for the non-verbal, instruments for the non-ambulatory to play while others march, etc.
6. Remember that music is for the children. Any songs or activities the children are enthusiastic about should be permitted as long as they are requested--even though the adults involved are tired of them.

7. Be sure you have eye contact with all the children at all times. Sit on a chair that keeps you on their level, not towering above them.
8. Do not confine the use of music to the "formal" music period, but use it freely (and spontaneously) throughout the day.
9. Be very flexible concerning the length of time you spend and the songs and activities you present. Always have materials representative of various moods available and make use of them according to the needs of the group.
10. Whenever possible it is quite helpful with the preschool trainable child to have an assistant or older child assist with music activities, moving arms and legs that need help and encouragement.

SUGGESTED MATERIALS

Books

There are some appropriate materials to be found in the Kindergarten, Grade 1, and Grade 2 books of nearly any basic music series. Unfortunately, there are few that contain enough material suitable for use with trainable children to make purchase of the books desirable. Thus, the music section of a university or public library can be very valuable to the teacher looking for specific songs and activities.

After some experience using the books listed below, the classroom teacher will have no difficulty judging similar material in other books.

The following comprise a worthwhile basic set for use with the preschool trainable child:

Fletcher, Helen Jill. Action Songs. Darien, Connecticut: Teachers Publishing Corporation, 1961.

Ginglend, David R. and Stiles, Winifred E. Music Activities for Retarded Children. New York: Abingdon Press, 1965.

McCall, Adeline. This Is Music - For Kindergarten and Nursery School. Boston: Allyn and Bacon, Inc., 1967.

McCall, Adeline, Fischer, William R., and Tolbert, Mary R. This Is Music - Grade 1. Boston: Allyn and Bacon, Inc., 1966.

Miller, Mary and Zajan, Paula. Finger Play. New York: G. Schirmer, 1955.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Records

A useful set of recorded materials would include:

Rhythms - Music Only

Rhythm is Fun!

Basic simple rhythms with drum beats and piano. Walk, run, change speed or accent, swing high or low, hop like a rabbit, be mysterious.

Rhythm Time

Music for Favorite Rhythms of young children. Walk, run, skin, tiptoe; be clocks, jet planes, play circus; use rhythm instruments.

Holiday Rhythms

Delightful holiday songs for Halloween, Thanksgiving, Christmas, etc. Excellent for rhythm sticks and role playing.

Rhythm Instruments

Folk music from many lands arranged for rhythm instrument accompaniment. Slow to fast, loud to soft, etc. Many practical suggestions describing instruments and how to enjoy them.

Rhythms - Songs or Narration, for singing and moving

Rhythm Games and Songs

Ella Jenkins and children in simple activities. Booklet included.

Put Your Finger in the Air

Join Into the Game and Put Your Finger in the Air, with Tom Glazer. Let's Have a Rhythm Band, Lead a Little Orchestra.

Rhythm Sets with Songs or Narration:

Set #1: Visit to My Little Friend, My Playmate, the Wind, Sunday in the Park, My Playful Scarf, Out-of-Doors.

Set #2: Train to the Zoo, Building a City, Drummer Boy, Do This, Do That, Indoors When It Rains.

Set #3: Let's Help Mommy Little Puppet, Nothing to Do, Me, Myself and I, When the Sun Shines.

Songs - Sing Along, Move Along

Nursery and Mother Goose Songs

16 songs children love, beautifully sung with simple child-like arrangements.

Songs from Singing Fun

Songs of great appeal to young children. Singing Farm, Ten Little Frogs, My Rocket Ship, Indians, Three Little Turkeys, Ten Little Jingle Bells, I Wiggle My Hands, etc.

A Child's First Record

Songs and responses, music and sound effects for the young.

Original Children's Activity Songs

Participation songs including Good Morning, Walking, How Many Fingers, Dress Yourself, What is Your Name, etc.

Estamae's Toy Shop

Excellent participation records for rhythmic activity and role playing.

Records for Exceptional Children

Songs for Children with Special Needs #1

The Bus, Happy Birthday, I Touch, I Will Clap My Hands, Jingle Bells, Little Airplane, Who Will Come, My Hands, etc.

Learning As We Play

Musical activities for singing, moving, and playing rhythm instruments using materials found in Music Activities for Retarded Children.

More Learning As We Play

Continuation of the above record.

Music for Relaxation and Quiet Listening

Adventures in Resting, Volume 1

Narration and music for children at rest. Very soothing!

Nocturne

Gentle orchestral music suitable for nap time.

Music for Relaxation

String orchestra, quiet and slow in tempo.

String Serenade

Quiet music beautifully played.

Physical Fitness - Health and Safety

Music for Physical Fitness

Original music composed for physical fitness program. Music easily adapted for use with handicapped children.

Physical Fitness Activities #1

Designed for fun, relief, strengthening. Each activity has spoken instructions on record.

Health and Safety Through Music

Songs and music for washing, brushing teeth, sleeping, sneezing; for being careful about street, stairs, and fires. Suggestions for dramatizations and rhythms.

All records listed are available from Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles, California 90019 or Educational Record Sales, 157 Chambers Street, New York, New York 10007. Catalogs free upon request.

Equipment and Instruments

Piano

The piano should be of good quality, easily moved and kept well in tune (at least two professional tunings during the year).

Autoharp

The autoharp should be tuned weekly and extremes of temperature should be avoided. A soft paint brush kept in the case will be useful for brushing dust and residue from felt picks from under the strings. Helpful suggestions for playing the autoharp can be found in Music Activities for Retarded Children.

Phonograph

Phonographs, ideally, should be variable speed so that records can be speeded up or slowed down as needed. A pause button is also most useful so that a record can be stopped when additional help or instruction is needed, and then resumed at that same point. Poor quality needles ruin records quickly; an expensive needle is the only wise purchase.

Tape Recorder

A good quality tape recorder will be invaluable, especially for the teacher who is limited in music skills. Accompaniments can be taped as can borrowed records and performances by the children.

Hand Trap Set

Miniature snare drum with fan spread of coiled snares, attached 5" cymbal and clave tone block.

Indian Tom-Toms

1 - 5 x 5
1 - 10 x 6

Rhythm Sticks

A pair per child, preferably fluted for easier grasp.

Wrist Bells

Tambourine

Jingle Clogs

Maracas

Resonator Bells

One set - chromatic

Music Box

Encased works or works in a sturdy wooden box.

Dancing Doll

A jointed wooden doll and paddle. Sit on the small end of the paddle. Keep time to the music by hitting the paddle with the side of your hand. Hold the doll just above the paddle and away he goes. Available only from World Wide Games, Inc., Box 450, Delaware, Ohio 43015.

Pla-Tubes

Long plastic tubes, similar to golf club covers but in bright colors, which can be used for rhythmic activities and movement. Available from Lyons, 223 West Lake Street, Chicago, Illinois 60606, along with a book giving numerous suggestions for their use.

Unless otherwise noted, instruments may be purchased from:

Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California 90019

or

Peripole, Inc.
51-17 Rockaway Beach Boulevard
Far Rockaway, New York 11691

THE "FORMAL" MUSIC PERIOD

Knowing what to expect next--by following a daily routine and having no doubts about limitations--provides a comfortable security to a young retarded child. A child may look forward to music time and its relaxation and therefore cooperate through a more demanding or more difficult chore. If music time does not happen as expected, some reaction can be expected.

Use the same opening and closing song throughout the year so that the children will learn to recognize this as a signal for music time. Teach them to bring their chairs to the music circle. By the end of the year they will respond to the "opening music" by bringing them without further direction.

Hello, Everybody (Page 12 - <u>This is Music - Grade 1</u>) is a good song to adapt for opening and closing;

Hello, everybody, how are you?
How are you? How are you?
Hello, everybody, how are you?
How are you today?

Let's make music, yes indeed. (have children clap)
Yes indeed, yes indeed.
Let's make music, yes indeed.
Yes indeed today.

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Goodbye, everybody, yes indeed. (have children wave)
Yes indeed, yes indeed.
Goodbye, everybody, yes indeed.
Yes indeed, goodbye!

SONGS FOR LEARNING AND FUN

Regardless of terminology used, nearly all preschool programs for the trainable child stress the same areas of growth--physical, emotional, social, and intellectual, the latter within the framework of expectations and stressing communication and language development. Music activities provide opportunities for growth in all these areas and the materials suggested generally provide for development in more than one area. Growth in emotional and social development can occur in any music activity if it is carefully planned following the principles of sound teaching; thus, the materials listed emphasize the physical and intellectual areas of growth.

PHYSICAL DEVELOPMENT

Gross Motor

This Is Music - For Kindergarten and Nursery School

Walking Down the Street - page 62

> This song may be sung using crawling, walking, running, rolling, galloping, jumping, hopping, sliding, swimming, riding (on backs, feet in air), spinning, etc. The teacher should repeat the activity being carried out in rhythm to the music while she participates with the children ("walk, walk, walk, etc.") to aid the children in rhythmic movement as well as identification of movement with words.

Jumping and Flopping - page 76

Roll on the Ground - page 75

Walking on Your Tiptoes - page 79

This Is Music - Grade 1

Toodala (Everybody Move Around) - page 46

Rig-A-Jig-Jig - page 47 Transpose: C Major

Zion's Children - page 48 Transpose: D Major

I'm A-Rolling - page 49

Adam's Sons - page 53 Transpose: C Major

My Old Dan - page 62 Transpose: F Major
Use for galloping; respond to "whoa" at end of song

Animals in the Zoo - page 90 Transpose: F Major

Horsey! Horsey! - page 129

Music Activities for Retarded Children

(Good suggestions for use are included through the book)

Come With Me - page 29

Skipping is Fun - page 67

Isn't It Fun? - page 110

Chimes of Dunkirk - page 118 Transpose: D Major

Action Songs

We Walk in the Park on Sunday - page 6

Three Black Ants - page 12 Transpose: C Major

The Merry-Go-Round Song - page 14 Transpose: D Major

Educational Rhythmics for Mentally and Physically Handicapped Children

Jumping - page 100

Stairs - page 166

The Stork - page 167

PHYSICAL DEVELOPMENT

Fine Motor

This Is Music - For Kindergarten and Nursery School

The Wheels of the Bus - page 63 Transpose: E^b Major

Join In The Game - page 72

Johnny Works With One Hammer - page 73

Dickey-bird Song - page 74

Wiggle Song - page 77

Here We Go, Santy Maloney - page 82 Transpose: F Major

Whirling Snowflakes - page 100 Transpose: F Major

This Is Music - Grade 1

If You're Happy - page 16

When We Go Out To Play - page 18

Music Activities for Retarded Children

Ha, Ha, This-a-way - page 56

He's Got The Whole World - page 61
(Make up arm motions appropriate for each verse.)

Here Is The Church - page 60

I Take My Little Hands - page 63

Little Fish - page 69 Transpose: B^b Major

Noble Duke of York - page 81 Transpose: F Major

Put Your Finger In The Air - page 90

Sounds I Hear - page 98 Transpose: D Major

Shoemaker's Dance - page 121 Transpose: D Major
(Use as a circle game.)

Action Songs

Fuzzy Wuzzy Caterpillar - page 30

Funny Scarecrow - page 13 Transpose: D Major

Finger Play

Two Little Apples - page 1
Autoharp chords: C M, E m, G7

I'm A Little Teapot - page 3
Autoharp chords: C M, F M, G7

Ten Little Fingers - page 5
Autoharp chords: F M, G m, C7

Where Is Thumbkin - page 15
Autoharp chords: F M, C7

Everybody Do This - page 17
Autoharp chords: G M, D7

Here's A Ball For Baby - page 23
Autoharp chords: F M, C7

Little Robin Redbreast - page 27
Autoharp chords: F M, C7

My Pigeon House - page 31 Transpose: C Major
Autoharp chords: C M, G7, F M

Here Is The Bee-hive - page 33
Autoharp chords: D M, A7

Eency-weency Spider - page 41 Transpose: D Major
Autoharp chords: D M, A7, G M

INTELLECTUAL GROWTH

Language Development - Songs and Activities that require listening and producing an appropriate response.

This Is Music - For Kindergarten and Nursery School

The Animals Wake Up - page 27

Little Girl - page 48

Tell Me My Little Children - page 113 Transpose: B^b Major

This Is Music - Grade 1

Six Little Ducks - page 62 Transpose: G Major

The Bee - page 69

The Farmer and His Animals - page 80 Transpose: F Major

Evening Song - page 80 Transpose: C Major

Music Activities for Retarded Children

Come and Ride Our Train - page 36 Transpose: E^b Major

I Have a Little Rooster - page 64

Indians - page 66 Transpose: E Major

Basic Concepts - Songs in this section will be greatly enhanced by the use of visual aids.

This Is Music - For Kindergarten and Nursery School

Stop, Look and Listen - page 69 Transpose: F Major

Autumn Leaves - page 88 (gross motor activity)

Jingle, Jingle, Jingle - page 97 (use of instruments)

Rocking - page 98 (Christmas - quiet carol)

Whirling Snowflakes - page 100 Transpose: F Major

Valentine Song - page 100

The Easter Bunny - page 102 (gross motor activity)

This Is Music - For Kindergarten and Nursery School - cont.

Spring Time - page 105 (role playing)

Every Day the Big Round Sun (use of resonator bells)

This Is Music - Grade 1

Days of the Week - page 14

What Shall We Eat - page 28

This Old Man - page 41 Transpose: D Major

One, Two, Three, Four, Five - page 42

The Postman - page 73 Transpose: D Major

Mister Duck and Mister Turkey - page 96

The Easter Bunny - page 109

Weather - page 114 (song for teacher to sing; children answer questions asked in song)

The Snowman - page 116 (use of resonator bells)

Spring Time - page 120 (role playing)

Let's Take a Trip - page 124

Music Activities for Retarded Children

Before We Play - page 16

Angel Band - page 26

Days of the Week - page 40

Jack O'Lantern - page 70 (language stimulation)

Merry Christmas To You - page 78 (can be adapted for all holidays)

Pointing - page 89

Who Am I? - page 105

Finger Play

Ten Little Fingers - page 5
Autoharp chords: F M, G m, C7

On My Head - page 11 Transpose: F Major
Autoharp chords: F M, B^b M, C7

Two Little Eyes - page 13
Autoharp chords: C M, G7, F M

Where Is Thumbkin - page 15 Transpose: E^b Major
Autoharp chords: E^b M, B^b M

Left To The Window - page 19
Autoharp chords: F M, C7, B^b M

A Little Ball - page 25
Autoharp chords: F M, C7, G m

Educational Rhythmics

Anatomy in Rhythmics (Simplified) - page 34

Colors and Flags (Simplified) - page 61

Auditory Training

Music Activities for Retarded Children

Listen! - page 47 Transpose: E^b Major

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The Hand Trap Set is very useful for teaching listening and physical response. Explain several times (and have another adult or several of the more adequate children demonstrate) that you will beat the drum for them to move in time to the music; when you strike the cymbal, they are to stop at once (freeze, be statues, etc.--depending on the level of the group and the type games they have experienced) and not move

until the drum beat begins again. The speed of the beat is varied and, as with the recorded and sung materials, the teacher should repeat the name of the activity being carried out ("walk, walk, walk, etc.") to reinforce the rhythm and type movement. As the group advances, encourage recognition of the differences between heavy and light, and fast and slow beats.

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The music box can be used effectively for a "Treasure Hunt" game. Have the children hide their eyes while the music box is hidden and turned on. When the teacher returns to the group the children may uncover their eyes, listen to the sound, and (one at a time) try to locate it.

USE OF INSTRUMENTS

Initial experiences in the use of instruments should be highly structured and the teacher should be careful not to allow the activity to go on too long. It is helpful to play some quiet music while passing out and gathering up the instruments to keep the group in control.

For the preschool trainable child, rhythm instruments should be introduced one at a time, allowing each child a turn playing the same instrument. A good procedure would be to play a short, rhythmic selection and ask the children to clap

with it. Then show them an instrument (such as wrist bells) and how it is played. Repeat the selection playing the instrument for them and then let each child take a turn. As with singing, do not force a child if he is not interested.

Rhythm sticks can be used as a group activity. Initial use should consist of teaching signals and practicing their observation. Knowing when to start and stop, how to hold the sticks for listening and playing, etc. are vital for controlling behavior and encouraging good listening and rhythmic response.

The teacher should use recorded material when using instruments unless there is an additional adult present to serve as leader (or pianist). Music used for teaching basic movements (walk, run, skip, etc.) is also excellent for use with instruments, especially rhythm sticks. Different stick techniques can be used for each type movement and, after they are performed adequately, can be combined with the appropriate physical movements.

Toward the end of the school year, instruments can be used in combination with the teaching of basic colors. Give each child a color square (use only two colors to begin with; group children by color) and attach it with tape or a safety pin to his arm or leg. This is important; it makes the color easy to see and discourages playing with it. Make

leader cue cards by taping construction paper to paint paddles (available free at paint and hardware stores). Practice without music, explaining that they may play only when the leader (teacher at first) is holding up their color. After they understand, use the activity with short rhythmic selections. When they are responding well, let the more capable children try being leader. This activity can also be adapted to teaching objects, body parts, numbers, etc.

Depending on the level of the group, rhythm sticks can also be used effectively for teaching names. The teacher should demonstrate the child's "special" rhythm and then have the entire group perform and say it.

Example: $\frac{\text{Car-}}{\text{tap}}$ $\frac{\text{ol}}{\text{tap}}$ $\frac{\text{Mun-}}{\text{tap}}$ $\frac{\text{sun,}}{\text{tap}}$ $\frac{\text{Car-}}{\text{tap}}$ $\frac{\text{ol}}{\text{tap}}$ $\frac{\text{Mun-}}{\text{tap}}$ $\frac{\text{sun,}}{\text{tap}}$ etc.

This activity encourages the learning of one's own name as well as names of others in the group, and reinforces rhythmic control and coordination.

CREATING APPROPRIATE MATERIALS

There are several familiar songs which are quite adaptable for making up songs suitable for any concept or activity you wish to teach. Two of the most familiar are the traditional "Are You Sleeping" and "Mulberry Bush."

Examples of uses for these songs:

Are You Sleeping

Touch your toes, touch your toes.
Turn around, turn around.
Do a little jumping, do a little jumping.
Squat down low, up you go.

(Vary activity each time: hopping, climbing, etc.)

Listen closely, listen closely,
To this sound, to this sound.
Hear the bell ringing, hear the bell ringing.
Ring, ring, ring. Ring, ring, ring. (Play instrument)

(Use for demonstrating sounds and instruments)

Listen closely, listen closely,
To this sound, to this sound.
Who is this talking, who is this talking?
Moo, moo, moo. Tell me who?

Happy Henry, happy Henry
Listen, do; listen, do.
Can you do some clapping, can you do some clapping?
Let's see you, let's see you.

(Repeat song while child performs action)

Mulberry Bush

Let's hear Nancy play the drum,
Let's hear Nancy play the drum,
Let's hear Nancy play the drum,
Play the drum for us.

(Repeat while child plays in time with music)

Mary Ann, will you line up? (stand up, jump up, etc.)
Mary Ann, will you line up?
Mary Ann, will you line up?
Will you line up right now?

John, pick up a yellow block.
John, pick up a yellow block.
John, pick up a yellow block.
And bring it here to me.

Let's see June go marching alone, (running, skipping, etc.)
Let's see June go marching alone,
Let's see June go marching alone,
Marching around the room.

Sandra, can you find a top? (clown, door, stove, etc.)
Sandra, can you find a top?
Sandra, can you find a top?
And bring it back to me. (Go touch it if you can.)

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The autoharp is most useful for accompanying these songs as it is easily moveable and keeps the teacher in closer contact with the children.

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